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To the thoughtful courtesy of Professor F. W. Kelsey, of the University of Michigan, we owe two quotations from *The Reminiscences of Carl Schurz* (1.58-59; 1.87-89) which we are glad to set before our readers.

Of course I was early introduced to the kings and to the republican heroes and sages of Roman history, and learned, through my own experience, to appreciate how greatly the study of a language is facilitated by studying the history of the country to which it belongs. This applies to ancient tongues as well as to modern. When the student ceases to look upon the book which he is translating as a mere pile of words to be brought into accord with certain rules of grammar; when that which the author says stimulates him to scrutinize the true meaning, relation and connection of the forms of expression and the eager desire to learn more of the story or the argument urges him on from line to line, and from page to page, then grammar becomes to him a welcome aid, and not a mere drudgery, and he acquires the language almost without knowing how.

I fully experienced this when under Bone's guidance I read Cornelius Nepos and Caesar's Gallic wars, and still more in translating Cicero's Orations. Most of these appear to the student at first rather difficult. But if he begins each time by examining the circumstances under which the oration was delivered, the purpose it was to serve, the points upon which special stress was to be laid, and the personalities which were involved in the proceeding, he will be imperceptibly hurried along by the desire to discover with what representations and arguments, what attacks and defenses, what appeals to reason, honor, or passion, the orator has sought to carry his cause, and the quickened interest in the subject will soon overcome all the linguistic difficulties. I remember that, so stimulated, I usually exceeded in my translations the task set to me for the next recitation, and, besides, by this zealous reading a sense was created for what I may call the music of the language, which later greatly helped me in the idiomatic construction of my Latin Compositions.

My passing from the gymnasium to the university brings me back to the question already mentioned, whether the classical curriculum at the German gymnasium, as well as at corresponding institutions in other countries, has not become antiquated and unpractical. Is it wise to devote so large a part of the time and of the learning-strength of boys to the study of the Latin and the Greek languages and the classical literatures? Would it not be of greater advantage to a young generation to put in place of the Latin and the Greek the study of modern languages and literatures, the knowledge of which

would be much more useful in the practical business of life? This question is certainly entitled to serious consideration. Latin is no longer what it was in most of the countries of the so-called civilized world down to the beginning of the eighteenth century, and, in some of them, even to a much more recent period, the language of diplomacy, of jurisprudence, of philosophy, and of all science. Not even the ability to quote Horace in conversation is any longer required to give one the stamp of an educated man. The literatures of classical antiquity are no longer the only ones in which great creations of poetry in perfect beauty of form are found, or models of historical writing, or of oratorical eloquence, or of philosophical reasoning. Of all these things modern literatures contain rich treasures, and there is also an abundance of excellent translations to make the masterpieces of antiquity accessible to those who do not understand the classical tongues.

And yet, when I now in my old days, and after multifarious experiences of life, ask myself which part of the instruction I received in my youth I would miss with the most regret, my answer would not be doubtful for a single moment. Indeed, I have, I am sorry to say, lost much of the Latin and Greek that I knew when I was at the gymnasium. But the aesthetic and moral impulses that such studies gave me, the ideal standards they helped me in erecting, the mental horizons they opened to me, I have never lost. Those studies are not a mere means for the acquisition of knowledge, but, in the best sense of the word, an element of culture. And thus they have remained to me during my whole life an inexhaustible source of elevating enjoyment and inspiration.

If once more I had to choose between the classical studies and the so-called useful ones in their place, I would, for myself at least, undoubtedly on the whole elect the same curriculum that I have gone through. I would do this the more readily as in all probability I should never have been able to begin or resume the classical studies had I not enjoyed them in my youth, and as the knowledge of the ancient languages has been of inestimable value to me in acquiring the modern ones in later life. He who understands Latin will not only learn French, and English, and Spanish, and Italian, and Portuguese much more easily, but also much better. I can say of myself that I have in fact studied only the Latin grammar quite thoroughly, but that this knowledge has divested my grammatical studies in modern Latin and Germanic languages of all wearisome difficulty. Therefore, while I recognize the title of the utility argument, now so much in vogue, to our serious consideration, I cannot but confess that I personally owe to the old classical courses very much that was good and beautiful, and that I would not forego.